Indiana State Board of Education's
Core Professional Development Principles

Professional development:

1. Is research-based.

2. Is integrated with a School Improvement Plan and the policies of the Indiana State Board of Education and the Indiana Professional Standards Board.

3. Incorporates discipline-specific and interdisciplinary approaches.

4. Includes explicit strategies for setting high expectations.

5. Includes explicit strategies for meeting the diverse learning needs of all students.

6. Is supported with adequate resources.

7. Actively involves participants in the design, delivery and implementation of programs.

8. Incorporates multiple strategies (theory, demonstration, reflection, practice, mentoring, peer coaching).

9. Incorporates follow-up activities that are sustained over time with ongoing feedback.

10. Is evaluated in terms of its impact on educator's practice and student achievement.

11. Fosters collegiality and collaboration.

12. Builds capacity through a continuum of ongoing activities.

13. Integrates new learning with educators' practices.

14. Encourages innovation and risk-taking.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM
Model Standards for Beginning Teachers Licensing and Development

Principle #1:   The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle #2:   The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle #3:   The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #4:   The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle #5:   The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle #6:   The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #7:   The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle #8:   The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle #9:   The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.